SCHEMATIC STRUCTURE AND METADISCOURSE ANALYSIS OF BEAUTY PAGEANT-WINNING ANSWERS

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Abstract

This research delves into the schematic structure and metadiscourse markers utilized in the winning responses of prominent Beauty Pageants. Through qualitative investigation, it explores how candidates strategically organize their answers and employ language to effectively convey their perspectives. Drawing upon theoretical frameworks from schematic structure theory and metadiscourse classification, the study analyzes transcripts of final question and answer segments from Beauty Pageant events spanning from 2015 to 2023. Utilizing 36 transcribed texts sourced from YouTube archives and transcription, the study sheds light on the nuanced structure of responses, highlighting patterns in linguistic expression. Despite the extensive data from Beauty Pageants, differences in format and accessibility across events were observed. This study contributes to understanding the intricacies of communication within beauty pageants, elucidating the structural elements of successful responses. Ultimately, it advances our comprehension of pageant competitions on both large and small scales. Furthermore, this research provides valuable insights for individuals interested in participating in beauty pageants, offering guidance on the effective use of metadiscourse markers for practice and application.

1. Introduction

Beauty pageant, a competition that maintains a consistent level of interest, has attracted global enthusiasts of all ages and genders, transcending demographics. Beauty Pageant serves as a vibrant cultural platform, with beauty queens embodying collective identities (King-O'Riain, 2008). This competition has a series of events and judging criteria focused on public speaking, idea-making, and of course physical attraction or grooming. Contestants are primarily judged on their performance during the question and answer (Q&A) session, which is often considered the most critical aspect of the competition. During this segment, contestants are expected to demonstrate intelligence, poise, and the ability to articulate thoughtful responses to a variety of questions posed by the judges. The winner is typically crowned as a symbol of idealized beauty and may serve as an ambassador for the pageant organization.

While various beauty pageant competitions exist on different levels and formats, the most popular and enduring ones are Miss World, Miss Universe, Miss International,

and Miss Grand International. These competitions are renowned for their global reach, high production values, and the significant impact they have on the winners' lives, often serving as a platform for advocacy and philanthropy.

Often misconstrued as mere "beauty" pageants, these contests involve far more than outward appearances. They encompass a spectrum of skills, transcending the superficial aspects. From articulate interviews and media interactions to impassioned final speeches and the crucial Question-and-Answer (Q&A) segment during the grand finale, these components profoundly shape a contestant's performance and ultimate success. The Grand Finals' Question and Answer session stands as a pivotal juncture where the winner is chosen. Therefore, analyzing the schematic structure and metadiscourse of the beauty pageant-winning answer can provide valuable insights into the linguistic aspects of these competitions. These aspects would be also essential for beauty pageant enthusiasts, as trainers, contest organizers, judges, or even contestants to understand the common structure and features.

To reveal the structure and language choice of winning answers of these pageants, it is important to discuss the schematic structure and metadiscourse markers from linguistic perspectives. The concept of schematic structure deals with how information in texts is structured (Hyon, 1996). Essentially, it refers to how genres are organized in a staged, step-by-step manner (Eggins, 2004), often following a predictable sequence of stages. Within the context of the Beauty pageant-winning answers, this approach explains how contestants strategically structure their responses. Metadiscourse on the other hand refers to the usage of words, phrases, or structures that signal the speaker's attitude, and position to the information delivered. Using metadiscourses in utterances helps to give cues and declare coherence. Metadiscourse theory was developed by Dafouz-Milne (2008) classifying metadiscourse markers into textual metadiscourse (logical markers, sequencers, reminders, topicalisers, and code glosses), and interpersonal metadiscourse (hedges,attributors, attitude markers, and commentaries). This revised version is the one that the writer used as the theory to analyze the metadiscourse markers in the Beauty pageant winning answers, to define the attitude of the speakers.

Using the schematic structure and metadiscourse markers, a number of scholars have conducted studies on various contexts, such as political speeches, academic essays, and many more (El-Sakran, Nunn, & Adamson, 2019; Kuswoyo, Sujatna, Rido, & Indrayani, 2020; Lee & Subtirelu, 2015; Saragih, Batubara, & Khairina, 2021). However, little research has been done on the beauty pageant context. To fill this gap, the present study evaluates the answer to the beauty pageant final session using these frameworks. Therefore, the present study attempts to answer the following questions: what is the schematic structure of beauty pageants' winning answer? And what are the metadiscourse markers in beauty pageants's winning answers?

2. Literature Review
2.1 Previous Studies

There have been several studies that discuss beauty pageants, in various contexts. The first study conducted by King-O'Riain (2008) found that the language abilities of each contestant are affected highly by their educational and cultural background. The Second study, discussing the world of beauty pageants, concluded that the women selected as the world's most beautiful individuals represent characteristics aligned with 'stereotypical Western feminine beauty standards, projecting economic and

political sway on the global stage (Kumara & Jayawardhana, 2018). The following research was done by Hermawan et al. (2023) discovering that most messages that are delivered through the digital platforms of the beauty queens are empowerment of inner beauty. Following in linguistic perspective, in the study on speech functions and mood system realization in the finalists' speeches at Miss Grand International 2020, Widiyanto et al. (2022) concluded that the variety of mood systems is different among each contestant, due to language and culture differentiations. In addition to that, Tikham (2022) revealed that the rhetorical devices most commonly employed in speeches were pronouns, followed by parallelism and adjectives (Degree).

Studies on schematic structure have also been conducted. Initially, Saragih et al. (2021) found that the schematic structures and linguistic expressions of virtual lectures are influenced by the social context. Following research, Kuswoyo & Rido (2019) revealed ten obligatory moves or steps in a pedagogical context, including initiating the lecture, outlining the lesson agenda, and so on. The research of (El-Sakran et al., 2019), determined that reviewers' report characteristics are personal and evaluative, requiring the use of first-person pronouns, qualitative adjectives, and pre-modifying adverbs.

Previous studies on metadiscourses have also been conducted. Sari (2014) investigates the amount of interpersonal metadiscourse contained in the speech of Michelle Obama, finding that the transitional marker has the highest percentage of the markers found. Following, Azijah & Gulö (2020) through their research on Jacinda Ardern's Christchurch memorial discovered that engagement markers are the most prevalent among various interactional metadiscourse markers used in speech. A comparative analysis also conducted by Estaji & Vafaeimehr (2015) on mechanical and electrical engineering research papers, showed that there were slight variations in the frequency and types of these metadiscourse markers, but not significantly different.

2.2 Metadiscourse Markers

Coined by Zellig Harris in 1959, the term metadiscourse provides a framework for comprehending language in use, illustrating a writer's or speaker's efforts to shape a recipient's interpretation of a text. Subsequent developments by scholars such as Williams (1981), Kopple (1985), and Crismore & Farnsworth (1989) have expanded the concept, then the latest one (Dafouz-Milne, 2008). To define the metadiscourse markers in the Beauty Pageant Winning Answer, the writer applies Dafouz-Milne's classification system for metadiscourse. Dafouz-Milne's classification is divided into two categories, textual metadiscourse and interpersonal metadiscourse.

Textual metadiscourse markers consist of seven macro-categories, (logical markers, sequences, reminders, topicalisers, and code glosses). *Logical markers,* function as semantic relationship expressions of discourse stretches, having additive, adversative, consecutive, and conclusive words as the subcategory. *Sequences* mark order and sequence/series. However, for this marker, there is not any subcategory. Some examples to clear the stance of sequences are "first, second, on the other" and many other words that show order. The third category is *reminders,* to indicate that the speaker is going back/discussing earlier parts of the speech/text. *Topicalisers* point out the topic shifts. *Code glosses*, rephrases, and explains textual materials. Their subcategory consists of parentheses, punctuation devices and reformulators exemplifiers. The list continues with *illocutionary markers*, to explicitly name the act of the speaker, for example, *I propose, I wish*. The last macro category is the *announcements,* which refers to the future section in the text, to give a "glimpse" of the

future discussion.

Interpersonal metadiscourse markers consist of five macro-categories, (hedges, certainty markers, attributors, attitude markers and commentaries). Hedges functions to identify partially the truth value of the text. This marker has three subcategories including epistemic verbs, probability verbs, and epistemic expressions. Following, certainty markers function to fully define commitment to the truth value of the text. Differing with hedges, this marker doesn't have any subcategory. Attributors refer to the source of information, while attitude markers express writers' emotional attitudes toward the text and readers. This macro-category consists of deontic verbs, attitudinal adverbs, attitudinal adjectives, and cognitive verbs as its subcategory. Lastly, commentaries aid in building a connection between the writer and reader within the text. Commentaries have five subcategories, following asides, personalisations, inclusive expressions and direct address to the reader.

2.3 Schematic Structure

Schematic structure theory, a cornerstone of this study, entails a systematic analysis of the organizational framework that shapes effective communication. It examines how information is arranged, interconnected, and sequenced within a discourse to create a coherent and compelling narrative. The concept of schematic structure examines how information in texts is structured (Hyon, 1996). Essentially, it refers to how genres are organized in a staged, step-by-step manner (Eggins, 2004) often following a predictable sequence of stages. Within the context of pageant-winning answers, this approach examines how contestants strategically structure their responses, incorporating an introduction, body, and conclusion. Moreover, it explores the nuances of transitions, progression, and emphasis that guide the audience through a captivating narrative journey.

3. Research Method

This study employs qualitative research methods. This is used to take both interpretive and realistic views. In short, its purpose is to identify events, explain gathered information, and clarify realities; (Gulö & Rahmawelly, 2019; Kuswoyo & Rido, 2019; Suprayogi & Pranoto, 2020). Moreover, it corresponds with both inductive and deductive methodologie (Kuswoyo & Rido, 2019; Suprayogi & Pranoto, 2020). Therefore, it was best to implement a qualitative approach to reveal the schematic structure and linguistic realization of pageant-winning answers. This research employs the schematic structure of how information in texts is structured (Hyon, 1996), as its theoretical framework to analyze the phenomena.

The writer investigated the schematic structure and linguistic realization of beauty pageants winning answers from the online data retrieved from YouTube. Document analysis systematically collected and examined information. The data collection process involved several procedural steps. Firstly, a comprehensive list of the most famous competitions was compiled through a thorough search, encompassing all the years of each event's occurrence, in detail the contest of Miss Universe, Miss Supranational, Miss Grand International, and Miss World, spanning the last ten years (2014-2023). Secondly, the writer sought the question-and-answer segment in each competition's live video archive on YouTube. The writer manually transcribed the utterances from each video independently, capturing both the judges' questions and the contestants' responses. The transcribing process prioritized authenticity, directly

capturing the contestants' actual words and expressions. Despite the availability of online transcripts, the focus was on presenting unaltered content, avoiding edited or summarized versions commonly found in online text(website and fan pages).

The writer analyzed the available data by initially reading and understanding the script, followed by coding.For data codification, the abbreviations are as follows: Miss World is coded as MW, Miss Grand International as MGI, Miss Universe as MU, and MS as Miss Supranational. The last two numbers following the abbreviation code reflect the year of the competition. Throughout the process, a comprehensive examination of the information was conducted, carefully defining the structural elements and linguistic expressions inherent in the metadiscursive aspects.

4. Findings and Discussion
4.1 Findings

Among the data found, only Miss Universe had completed data available from 2015 to 2023. In 2020, Miss Supranational, Miss Grand International, and Miss World were canceled. Additionally, Miss World did not take place in 2022. Notably, in 2013, 2014, and 2015, the Miss Supranational contest did not include a Question and Answer session; instead, it featured an interview format. In total, the collected data comprised 36 transcribed texts.

4.1.1 Metadiscourse Analysis
Textual Metadiscourse categories

In the comprehensive dataset comprising 36 transcribed responses from the Question-and-Answer sessions of prominent Beauty Pageants (Miss World, Miss Universe, Miss Grand International, and Miss Supranational) the researchers identified a diverse array of metadiscourse types. Below are the findings and categorization of the identified data belonging to the textual metadiscourse covering logical markers, sequences, reminders, code glosses, illocutionary markers, and announcements.

In the field of linguistics, **logical markers** serve as crucial elements that signal the logical connections between various components within a sentence or discourse. In this macro category, there are four types of subcategories, additive, adversative, consecutive and conclusive.

> *"…**and** all of us can learn something about ourselves, **and** to be more authentic and personal." (MW21)*
> *"...**and** I can continue with its legacy and show worldwide how to love share **also** how to give the best of us, **and** how to find our happiness and help each other." (MW15)*

In this case, the logical marker bolded belongs to the additive subcategory. The logical marker *and* indicates an addition of data or example in the topic explained. The contestant might have used this marker to arrange her impromptu ideas structurally and might also gain time to think of more ideas or explanations without using filler words (*um*, *ahm*, *like*).

Sequencers, the linguistic devices that serve to mark specific positions within a series aiding in the organization and comprehension of information, are also found in this study.

> *"...example for other countries so my **first** message to him would be "please be an example of peace love and tolerance."(MG18)*

> *"....my mother and my father are the roots, and I'm the tree, **then** really, any work that I do, anything that I'm able to change in the world.." (MW19)*

In the excerpt above, the word *first* and *then* functions as a sequencer, indicating the ordinal position within a series. The speaker might use the sequencer to organize her ideas, providing structure to the passage and control the duration of her speech. This marker can also help maximize coherence.

Besides logical markers and sequencers, **code glosses** are also significantly found. This refers to markers or annotations in a text that provide explanations or translations of specific words or phrases. These annotations help readers understand the meaning of the text, especially when encountering unfamiliar terms or expressions.In addition to providing explanations or translations, code glosses can also include examples that illustrate the usage of specific words or phrases in context.

> *"...to handle this hard situation **such as** COVID-19." (MU20)*
> *"... **like** social media, visiting places to places, to show the change that we can" (MGI4)*

In the first excerpt above, the speaker gives a direct example of "hard situation" she mentions. The second excerpt, *like,* explains further about "the tools to make a change" mentioned by the contestant. These excerpt belongs into the "exemplifiers" subcategory. Presenting the main topic with opening the description with an example, can help the audience to understand better the example given.

Illocutionary Markers, name the act of the speaker, in other words, illocutionary markers help identify the specific intention or purpose behind a statement. These markers can include words, phrases, or grammatical structures that indicate whether the speaker is making a request, giving a command, expressing a wish, or performing another type of speech act.

> *"**I hope** you have all seen my heart today on stage." (MW14)*
> *"**I believe** that this is no one but everyday we learn something new."(MW21)*
> *"**I want** to show the world, the universe rather, that I am confidently beautiful with a heart. (MU15)"*

By using the phrases *I hope, I believe, I want* the contestants is not only expressing their desire for a particular outcome but also subtly conveying her feelings and intentions to the audience. This adds depth to her answer by showing that she is not just stating a fact or opinion but also revealing her emotions and desires in relation to the audience's perception of her.

Reminder, in written or spoken context, the ability to refer back to previous sections is crucial to restate, bold, and give the turning point on a discussion.

> *"...in compassion, in gratitude, because we can all do it **as I mentioned before**." (MW21)*

The bolded excerpt above is identified as a reminder. In the conclusion segment of her speech, the contestant restates her assertion, at the end of her speech. This might help to emphasize the contestant's assertion, remind the audience about her assertion, and also and also assist in refocusing the conversation if she strays too far off-topic.

Interpersonal Metadiscourse

Hedges are linguistic devices that indicate a lack of full commitment to the truthfulness or accuracy of a statement. They are used to suggest that the speaker is not entirely certain about the information being presented and also expressing their personal belief or interpretation rather than stating something definitively.Hedges allow for a degree of flexibility and openness to alternative interpretations or possibilities.

> *".........where **I could** provide something as a spokesperson." (MU18)*
> *"...**I think** what I would do is send a message of..." (MW16)*

This excerpt from the speaker's responses reveals her future intended actions. Because these actions are set in the future and have not yet occurred, she uses a hedge for assurance, illustrating what she plans to do if she becomes the winner. On the other hand, *I think* shows the undefinite statement of the contestant, that is representing her personal belief.

Attitude markers are linguistic elements that express the writer's feelings, opinions, or attitudes toward the text they are writing or the readers they are addressing. These markers convey the writer's affective values, indicating their emotional stance or perspective on the subject matter. This macro category consists of four subcategories, including deontic verbs, attitudinal adverbs, attitudinal adjectives and cognitive verbs.

> *"We all **have to** care, we all have to love and we all have to be kind. It doesn't cost a thing and helping is not that hard" (MW18)*
> *"**Whether I win or lose** the Miss World pageant, this is something I will be doing from the bottom of my heart."(MW23)*

These phrases convey the speaker's personal beliefs, convictions, and commitment to their cause, indicating their attitude and perspective.

Commentaries serve to establish a connection or rapport between the speaker and the audience. In spoken language, commentaries often take the form of asides, explanations, or personal reflections that the speaker shares with the audience. These comments can help to clarify a point, provide additional context, or offer the speaker's perspective on a topic. There are five subcategories, including direct address to reader, inclusive expressions, personalizations and asides.

> *"So you asked me a question to make me cry"(MW19)*
> *"One such thing? Well thank you for your question." (MS16)*

The excerpts bolded above, belongs to the commentaries. This sentencs were stated by the contestants at the opening of their speech, before answering and giving their assertion. This layout begins by explaining the contestant's feelings about the question, creating a more emotional atmosphere and engaging the audience.

4.2 Schematic Structure Analysis

There were enough various structure patterns found in the transcripts of Beauty Pageant Winning Answers, but the most prominent structure found was **assertion, explanation and followed conclusion**. Belows are some of the variety examples of structures found.

Answer to "What is the most important discovery yet to be discovered, that hasn't been discovered yet, might could be discovered?"	Structure
The most important discovery, I believe that this is no one but everyday we learn something new	Assertion
And we all have unique experiences,	Explanation 1
What I have discovered is that it costs us so little to enrich the lives of others. This is the cause we can all afford, and believe me, it's worth its price.	Explanation 2
So if you would like to discover something, just try to learn to be rich more in empathy, in compassion, in gratitude, because we can all do it as I mentioned before.	Conclusion
We can all be great because everyone can serve. And this discovery feels so simple, but its actually life willing.	Final message
Thank you."	Closing statement

Sample 1 MW21

In the initial segment, the writer found a quite complex and multifaceted structure. The speaker begins with a confident assertion answering the judges' question regarding the most significant discovery, emphasizing the value of "learning something new."The speaker then begins to defend this assertion by discussing the value of enriching the lives of others. She emphasize that this is a cause that everyone can afford to support, highlighting its worth.Continuing to defend her assertion, the speaker suggests that learning to be rich in empathy, compassion, and gratitude is key to discovering new things.The speaker concludes by stating that everyone has the potential for greatness because everyone can serve others. They highlight that this discovery may seem simple but is profound and transformative.The speaker concludes with a call to action, encouraging the audience to embrace empathy, compassion, and gratitude in their lives.The speech is closed with a simple "thank you," expressing gratitude to the audience for their attention.

Answer to "With the current COVID-19 situation, what would you choose between: shutting down the country for the safety of the people knowing that the country and its economy will be deeply affected, or would you open up the country to keep the economy running taking the risk of COVID-19 infections and the consequences?"	Structure
I believe in proper solutions.Whenever there's a problem, I believe that we have to sit down and analyze.	Background
I will shut down the country because I believe that people come first.	Assertion

The people, my people, if I was the governor, I will do what's right for my people and by shutting down the country, that will give me the proper time to analyze what is going on and provide for my people.	Explanation
So I will shut down the country.	Re-assertion

Sample 2 MGI20

This was an example of a simple yet coherent answer by the speaker. The speaker started her answer by declaring the background of her idea, and thats on finding proper solutions to problems by analyzing the situation. The speaker then continue stating her assertion that she would shut down the country because she prioritize the well-being of their people above all else, also a chance to analyze the situation thoroughly and provide for their people effectively. She then supported her assertion by explaining that shutting down gives the chance to analyze and think critically of the situation. Stating assertion first then supporting the argument by explanation, helps to convince the audience, and also to make them understand deeply about the ideas provided. She then closed her speech by a bold simple conclusion, restating her assertion at the end.

Answer to: "What is the best thing you can think of, from Venezuela to tell the world and why?"	**Structure**
Opening in Venezuela language	Greetings
About the people, is you.	Assertion
Because we are very friendly and lovely.	Explanation 1
We Venezuelans are always happy to show to the world how we work and give our best.	Explanation 2
Thank you so much MGI, Gracias Venezuela	Closing statement

Sample 3 MGI19

The following sample that the writer included, also has a unique and interesting structure. Initially the speaker attracted the audience's attention and sympathy by opening her speech with Venezuelan greetings. Following, she shortly declared her assertion, following the two reasons of her assertion then directly closing her statement with thanks and again Venezuelan greetings. A short yet direct answer might maintain the enthusiasm of the audience from the beginning to the end.

Answer to : "If you were crowned as Miss Grand International 2018 and you could choose a country for your visit to run your first stop the war and Violence campaign, which country would you use and what would your first message be?"	**Structure**

If I had the honor to be Miss Grand International,	Restating the question
I would choose to visit Donald Trump	Assertion
because USA is an example for other countries.	Explanation
please be an example of peace love and tolerance.	Final message
Thank you	Closing statement

Sample 4 MGI2018

At this fourth sample, the speaker started her answer by restating the question. Apart from helping the audience to then understand her discussion, this restating helps the speaker to gain additional time to decide her answer and also break down her ideas, without sticking or using filler words. Then, she asserted her opinion, directly followed by the reason for her statement. She then continued by declaring the "climax" of her opinion as the final message, then gracefully closing her statement with a "thank you".
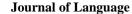
Answer to: "A number of people have asked me "What can men learn from women?" but I'd like to know, what can women learn from men?"	Structure
I believe that women…that's quite a tough question…	Small talk
I believe there are still men that believe in equality and I believe that that is what women should learn from men.	Assertion
We continue fighting for what we want to accomplish.	Explanation

Sample 5 MU14

For the last sample, the writer selected a clever and intricate structure provided by the speaker. Initially, the writer engaged in small talk, which could have served as a strategy to prevent blackouts. The structure was likely intended to begin with the assertion, but due to an unexpected blackout or a lack of clarity in her idea, she adapted it to appear as if it were not the opening but rather part of the small talk. However, she then confidently stated her assertion, followed by her final message as the conclusion..Her final message is straightforward and uses clear language. It conveys a sense of determination and perseverance.

4.3 Discussion

In this study, a diverse range of schematic structure patterns was observed in the analysis of Beauty pageant-winning answers. Some responses began with introductory remarks, including small talk, salutations, or greetings, and concluded with a summary or conclusive statement. In contrast, other contestants opted for a more direct approach, going straight to the core of the question. The variation in response structure can be attributed to several factors, including the contestants' ability to think quickly, articulate their thoughts effectively, and their cultural backgrounds, which influence their communication styles and strategies. Additionally, contestants' perceived confidence and competence play a role in determining their choice of response structure.The

contestants' proficiency in English also influenced their lexical choices, as not all participants spoke English as their first language.

The incorporation of metadiscourse, encompassing both textual and interpersonal elements, is imperative for ensuring the coherence of responses. Metadiscourse functions to effectively navigate their answers, guiding the audience and judges through the thought process and rhetorical structure of their responses. Moreover, the strategic use of metadiscourse serves as a compelling indicator of a contestant's ability to engage and persuade both the audience and judges, influencing their perception of the contestant's suitability as a potential winner. By employing metadiscourse judiciously, contestants can enhance the clarity, persuasiveness, and overall impact of their answers, ultimately increasing their chances of success in the competition.

Comparing the various patterns and lexical choices, we can draw connections to the findings of King-O'Riain (2008) and Widiyanto et al. (2022), who assert that contestants' language abilities are significantly influenced by their cultural backgrounds. The use of English as a second language is evident in the response patterns, where sentence structures and word choices may deviate from conventional English norms. In the context of this discussion, it is notable that many contestant responses emphasize inner beauty. This trend aligns with the stereotypical beauty standards often associated with beauty pageants. This finding is consistent with Hermawan et al. (2023) discovery that beauty queens' digital platforms frequently emphasize the empowerment of inner beauty. This stands in contrast to Sari (2014) findings in Michelle Obama's speech, which highlighted the prevalence of topicalisers, and Azijah & Gulö (2020) analysis of Jacinda Ardern's Christchurch memorial speech, where commentaries dominated. In the context of beauty pageant contests, the dominance of metadiscourse markers, particularly logical markers, is significant. This dominance is largely influenced by the impromptu and short duration nature of these speeches, which demand quick thinking and effective time management to deliver the content clearly.
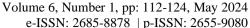
5. Conclusion

In conclusion, this study provides a complete examination of metadiscourse indicators and schematic structures found in Beauty Pageant winning answers. By analyzing transcripts from various years and contests, the study uncovers the subtle language methods used by contestants to generate captivating responses.

All things considered, this study improves our knowledge about pageant competitions, both large and small. Anyone interested in competing in beauty pageants can also view how metadiscourse markers are employed in this journal, which gives them a chance to practice and use them properly. The examination of metadiscourse markers reveals a wide range of linguistic strategies employed by participants to convey their attitudes, ideas, and interaction with the audience. Contestants deliberately structure their responses using logical markers, sequencers, reminders, and other textual metadiscourse categories to optimize coherence and affect. In a similar way, interpersonal metadiscourse markers such as hedges reveal the emotional stance and rhetorical techniques.

Furthermore, the study discovers a common schematic form of assertion-explanation-conclusion in the winning responses, suggesting the candidates' ability to effectively organize their ideas into a coherent narrative framework. Variations in response structures indicate candidates' adaptability and inventiveness in developing

their answers, adding to the variety and complexity of communication in these events. In summary, this study broadens our comprehension of the vocabulary and organization of Beauty Pageants. It provides important insights into the dynamics and cultural relevance of these well-known tournaments by exposing the rhetorical and communicative strategies used by competitors.

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